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| **Goonhavern Primary School- Music** | | |
| **TOPIC: How does music make us happy?** | **YEAR: 2** | **STRAND: Music that makes you dance** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing songs and make pieces of music using a range of sounds. I can improvise on a glockenspiel or xylophone. I can recognise high and low notes. I can play and sing songs by ear. I can recognise rests and create melodies using music technology. I can explain what the words ‘tempo’ and ‘dynamics’ are. I can copyback rhythms and make up rhythms for others to play back. | I can use musical language when describing music. |
| I can clap rhythms back including quaver rests and recognise the note values. |
| I can improvise using a range of notes along to a backing track. |
| I can recognise and sing low and high notes. |
| I can explain my thoughts, feelings and emotions towards songs. |
| I can sing in a group and develop confidence to sing a solo. |
| I can perform my compositions to others. |
| I can play music by listening with my ear or using standard notation. |
| **School Values** | |
| **Five Ways to Wellbeing** | |

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| **Vocabulary** | |
| Dynamics | How loud or quiet a piece of music is. |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Tempo | How fast or slow a piece of music is. |
| Notes | A written sign to represent the pitch and duration within music. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |
| Rests | A pause within a piece of music (worth one whole note value). |
| Standard notation | The universal visual symbols for sound. |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
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